

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Elizabeth Bonnie Brown

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Prince of Peace Catholic School

(As it should appear in the official records)

School Mailing Address 135 S. Milwaukee Avenue

(If address is P.O. Box, also include street address.)

City Lake Villa State IL Zip Code+4 (9 digits total) 60046-8550

County Lake county 60046-8550 State School Code Number\* 34-049-015x-10

Telephone 847-356-6111 Fax 847-356-6121

Web site/URL \_\_\_\_\_

http://www.princeofpeaceelv.org/sc  
hool E-mail bbrown@princeofpeaceelv.org

Facebook Page  
http://www.facebook.com/PrinceOfPeaceCatholicSc  
Twitter Handle hool Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Sister Mary Paul McCaughey, O.P.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail: mmccaughey@archchicago.org

District Name \_\_\_\_\_ Tel. NA

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Deborah Kasprowicz, Ph.D.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	13	14	27
<b>K</b>	16	16	32
<b>1</b>	12	10	22
<b>2</b>	13	13	26
<b>3</b>	13	11	24
<b>4</b>	9	13	22
<b>5</b>	7	23	30
<b>6</b>	12	17	29
<b>7</b>	9	12	21
<b>8</b>	8	20	28
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total Students</b>	112	149	261

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 5 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 78 % White
  - 8 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 21%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	39
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1	261
(5) Total transferred students in row (3) divided by total students in row (4)	0.215
(6) Amount in row (5) multiplied by 100	21

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages: N/A
8. Students eligible for free/reduced-priced meals: 2 %  
 Total number students who qualify: 5

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

N/A

9. Students receiving special education services: 3 %  
7 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |                                                |
|--------------------------------|------------------------------------------------|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>14</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	98%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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“Founded in the Roman Catholic tradition, Prince of Peace Catholic School provides students from three-year-old preschool through eighth grade with a values-based Catholic education in a strong, supportive community that nurtures respect for self and others in a spirit of love and service. We embrace our mission through a program that fosters Catholic faith development, academic excellence, and character development.”

Above is the mission statement of Prince of Peace Catholic School in Lake Villa, Illinois. This statement guides the educational program developed for its students. Every child is shown respect, and in turn, every child is expected to show respect to teachers and peers alike. The faculty sets high standards for the students and differentiated instruction is provided to enable the students to reach their potential.

Prince of Peace School is in a suburban community near the Illinois/Wisconsin border. It has served the community for over 55 years, enrolling 260 students in grades Prekindergarten through eighth. The students come from a variety of socio-economic backgrounds and live in six zip codes encompassing nine local communities. The Prekindergarten program was established in 2005 to meet the demand for an educational program for the parish's younger members. Three-year-olds attend two half-day sessions per week. Four-year-olds can attend for three or five mornings per week. An extended day program assists parents with scheduling issues. The program stresses faith development, age appropriate academics, socialization, and fine/gross motor skill development. Prince of Peace provides a full day Kindergarten through eighth grade program. There is one class per grade which helps foster a strong sense of community within the school. Friendships are fostered from an early age, and a buddy system allows older students to mentor and assist younger students.

As a Catholic school, each day begins and ends with prayer. Weekly masses also promote a strong Catholic identity, and students plan and participate in these liturgies. The parish and parents further provide a sense of community by helping create a positive learning environment. The opening of the new Parish Life Center in September 2013 has expanded the school facilities by providing additional space for a computer lab, library, fine arts classroom, and athletics.

Prince of Peace participates in the Fox Valley Catholic Conference and fields competitive teams in boys' and girls' volleyball, basketball, and track. Parent involvement through volunteering as lunch monitors, coaches, fundraising chairpersons, room parents, and chaperones promote strong ties between home and school. Their example of service is instilled in their students who organize service projects throughout the year. Projects include raising funds for cancer research and victims of natural disasters, holding food drives for local pantries, collecting diapers for women's shelters, and recycling drives. Such projects reinforce the mission of the school by fostering love and service to others.

As part of the Archdiocese of Chicago, Prince of Peace School is accredited by the state of Illinois and the Archdiocese. It is a member of the National Catholic Educational Association. The teaching staff is a mixture of veteran teachers and newer professionals. The teachers implement the Common Core State Standards to provide students with a 21st century curriculum incorporating the skills and strategies needed to prepare them for high school and beyond. The faculty collaborates well across grade levels and curricular areas. Their ability to work together contributes greatly to the sense of love, community, and learning in the classrooms. All teachers model the value of life-long learning to their students with the use of interactive whiteboards, project-based learning units, and the continual incorporation of Best Practices into classroom instruction. Recent commendations of faculty members include the recognition of the third grade teacher as an outstanding Catholic educator and the fifth grade teacher being honored as a “Heart of the School” winner by Office Max and the Archdiocese of Chicago.

A testament to the educational success of Prince of Peace can be found in comments of returning graduates. They frequently cite how well prepared they felt for their high school classes. They recall the strong sense of community they developed in their years at Prince of Peace. Many stay in contact with former classmates even when they attend different public or Catholic high schools. They continue to assist with school fundraising activities. Prince of Peace is also respected by the local community.

In summary, the faculty of Prince of Peace incorporates the tenets of the mission statement by fostering a strong Catholic identity in its students while providing a rigorous curriculum to meet their learning needs in an ever-changing world. The teachers model life-long learning, respect, and service to others and work closely with parents to develop these attributes in their children. Continual examination of curricular standards, student needs, and technological advances allow for ongoing adjustments to ensure the development of well-rounded individuals who are prepared for a successful future.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) Acting within the framework of Archdiocese of Chicago, students in grades 3 through 7 take the Terra Nova Standardized Tests each spring. Scores from the most recent administration (March 2013) show that across the five grade levels tested, the median percentiles in Reading ranged from the 79th to 90th percentile, while the median scores in Mathematics ranged from the 76th to 92nd percentile. The median scores for the overall test ranged from the 85th to the 93rd percentile. These scores are all above the national average (50th percentile), indicating that students at Prince of Peace perform above average across the areas tested. These scores are also well above the cutoff scores established by the Blue Ribbon School program.

The InView component of the Terra Nova generates anticipated scores for the individual students and classes. An examination of the test data indicates that most students meet their personal expected levels of performance as their obtained test scores meet and often exceed their anticipated (predicted) test scores. For individual students who fall below what would be expected from them, remediation measures may be recommended to improve their area(s) of weakness. Students who perform below the national average (50th percentile) are also provided additional assistance as needed.

In 2011, the Archdiocese of Chicago mandated that the Explore test be administered to every eighth grader within the Archdiocese. Results from this test indicate the percent of students that meet benchmark standards and show the student's probable readiness for entry-level college courses. Results for the current class showed that 100% of the students were at or above the benchmark for English, 37% for Math, 67% for Reading, and 74% for Science. These results were above the percentages of the national reference group (English: 68%, Math: 36%, Reading: 36%, Science: 37%).

b) When examining the results across the past five years, several trends are evident. The median percentile scores indicate that the grades tested consistently performed above the national average in the areas of reading, mathematics, and the total overall scores. In Reading, grades three through six showed significant gains in performance while seventh grade performed at the same level. In Math, grades three, five, six, and seven all showed marked improvement while grade four showed a slight but not significant decline in performance. The overall performance on the test for the five grades tested has either remained stable or increased over the past five years.

The improvement in test scores within grade levels can likely be attributed to several factors. Item analysis of the results allowed teachers to evaluate the curriculum for areas of strength and weakness and to then use this information to address the weaknesses. Curricular changes were made and instructional practices were modified to encourage more critical thinking skills. Because written responses were noted to be an area of relative weakness, more attention was devoted to formulating constructed responses in all subject areas. Spiraling was utilized more in math classes to consistently review past topics, and writing across the curriculum was further emphasized. The incorporation of these topics into classroom instruction helped students become more proficient with these skills, and test performance consequently improved. Because the population of Prince of Peace is not large, there was not a significant number of students that fell within any identified subgroup that accounted for any gaps in achievement. For individual students who performed poorly on any portion of the test, teachers worked to identify their specific areas of need and to differentiate instruction to meet these needs.

The Explore Test is only in its third year of use. While the results indicated that the students performed above the national reference group when meeting the benchmarks indicative of college readiness, they also showed that there is room for improvement as the goal is to have all students meet the benchmark standards. Comparisons among the three classes that have taken the test did show that the percentage of students attaining the benchmarks within each subject has increased each year. The teachers use the data provided by the test to find and address any deficiencies in the curriculum.

## **2. Using Assessment Results:**

The Terra Nova tests provide data that can be used to improve student performance. Item analysis of the results allows teachers to evaluate the curriculum for strengths/weaknesses and ensure that standards are being met. Adjustments to the curriculum and instructional methods are then implemented to address areas of concern. The results also help identify students who may require additional challenges or assistance. Data from recent testing had indicated that areas of weakness included formulating constructed responses and the need for spiraled review in mathematics. Consequently, more questions requiring higher level thinking skills were incorporated into classroom instruction and assessment. More emphasis was placed on having students justify their responses. Writing across the curriculum was also incorporated into lessons to improve thinking skills and writing proficiency. These approaches have become an integral part of the instructional routine, and improved test scores are one outcome of this.

The results further indicated that there were students who performed at a high level in mathematics. Their test scores, along with classroom performance and teacher observations, identified a need to challenge these students. To better meet their needs, an accelerated math program was created for students in grades five through eight. Students demonstrating advanced math skills have been placed in a smaller class setting where they move at a faster pace and have the opportunity to explore topics more deeply. The creation of these groups has reduced the number of students in the regular class, thus allowing them more opportunities for individual assistance when needed.

In Reading, results help identify students who may benefit from extra small group instruction to review concepts/skills or those who could benefit from an extra challenge. Teachers analyze patterns of performance and use the results to address curricular and instructional needs of the class and individual students. In addition, universal screenings using the Aims Web Curriculum Based Reading Assessment tool are conducted three times per year in grades Kindergarten through third to identify students who may be struggling with the acquisition of reading skills. These results help place students in groups to target specific reading subskills. The lowest performing students receive additional instruction from the Resource Teacher. Small group instruction, reading centers, tiered assignments, and teacher aides are all used to meet the learning needs of all levels of students.

Test results are shared with parents. Families receive their child's results and instructions on how to interpret them. If needed, conferences between teachers and parents are conducted. Results can then be further explained, concerns are shared, and an educational plan can be created to address the child's needs. The principal presents the school's profile of test results to the Pastor and School Advisory Board and at the annual State of the School meeting. The results are also posted on the school website and can be accessed by the parish and local communities. The test results are one testament to the quality of education the students receive and reflect the strength of the curriculum, the instruction provided by the teachers, and the effort put forth by the students.

## **3. Sharing Lessons Learned:**

As a small private school, opportunities to share ideas with professionals from other schools can be limited. At weekly faculty meetings, the teachers address concerns they may have in their classrooms regarding specific students or topics being covered. They offer advice and suggestions to one another regarding techniques that have worked. Specific areas that have been addressed include strategies for teaching writing, using interactive whiteboards, and meeting the needs of slower or brighter students through differentiated instruction. As a staff, the faculty has also read and discussed Exploring 21st Century Learning and worked on ways to develop professional learning communities within the school setting. When the faculty attends individual professional development workshops, they return to school and present any valuable information to their colleagues at weekly faculty meetings.

The teachers attend professional development workshops provided by the Archdiocese of Chicago and the local public school district as well as workshops offered by professional organizations (such as ASCD). These various workshops provide the faculty the opportunity to interact with peers who teach the same grade and/or subject matter both in other schools within the Archdiocese and their public school

counterparts. They are able to share what they do in their classrooms and learn techniques other professionals use in their classrooms. Participation in these sessions allows the staff to go outside their own classroom and explore what is occurring in other settings. Topics that have been addressed at the various workshops and inservices include the use of interactive whiteboards in the classroom, implementing inquiry-based units in Social Studies, Science, and Language Arts, integrating technology in the classroom, Using Backwards Design, Marzano's strategies and brain-based instruction.

#### **4. Engaging Families and Community:**

Parent involvement is a critical component for providing a successful educational program at Prince of Peace School. Back to School Night, the POP Herald (newsletter), weekly class updates by classroom teachers to the families of their students, the school website and Facebook page, and the weekly parish bulletin all serve to communicate with the school families and keep them updated on school happenings. These communications also serve as a means of soliciting parent assistance when needed. "Ask and it shall be given unto you" truly represents the strategy that is most successful in getting school families involved in the school community. Most families donate whatever free time and talent they have to assist the school community as a whole or to provide assistance to their child's specific classroom. The school website, Facebook page, and parish bulletin also serve as a means of communicating with the larger parish community and the local community about what is occurring in the school.

Several school-related organizations are run almost exclusively by school parents. Parents serve on the School Advisory Board which meets monthly to recommend policy changes if warranted, to address school needs, and to help market the school. The Parent Organized Participation (POP) group is also lead by parents. This organization plans and assists with the majority of school fundraising activities. Parental support is necessary for the success of these activities. Each family is expected to provide twenty-five hours of service by working at these events. Many parents go above and beyond this requirement. POP also sponsors a number of community spirit-building activities. These include book fairs, family dinner nights at local restaurants, Father-Daughter activities, and Mother-Son activities.

In addition, parents provide many hours of assistance to the school community by volunteering in a number of other roles. They drive students on field trips and chaperone these trips. They serve as lunch monitors, organize class celebrations, coach the athletic teams, oversee the school library, and serve as classroom communicators by distributing the school and teacher newsletters. In the lower grades, parents donate their time in the classrooms by assisting with reading and writing activities. Parent involvement facilitates what is done in the classroom. Parents model service to their children and are active participants in the education of their children and the life of the school. Parents and teachers truly work together to provide students with the best Catholic education possible.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Prince of Peace Catholic School has adopted the Common Core State Standards as the guide for its curriculum. Inservices have been provided by the Archdiocese of Chicago to assist the faculty with implementing and integrating these standards into every classroom. These standards identify key topics and skills that need to be addressed across all areas of the curriculum and provide for continuity in instruction across the grade levels.

Reading and Language Arts focus on helping students acquire the foundational skills needed to be competent communicators in today's world. Students progress from learning the skills needed to decode and comprehend text to being able to write and speak to convey their ideas. They are exposed to a wide variety of texts as they move from basic readers to textbooks to primary sources. The goal is to create lifelong learners who are capable of reading and understanding written material and composing well-written responses. It is also a goal to develop a love for reading as a pleasurable activity.

In Mathematics, teachers use an assortment of digital and paper resources to engage students in learning and applying mathematical processes to solve real-life situations. Computation and problem solving skills are addressed at all grade levels.

The Science curriculum engages students in understanding the basic principles of life, earth, and physical science and increasing their problem solving skills to interpret data and seek solutions through applying the Scientific Method. Seventh and eighth graders are required to participate in the annual Science Fair to demonstrate their knowledge and application of the Scientific Method.

In Social Studies, students study themes of history, geography, and events that have shaped today's world. They apply this knowledge to present situations and seek new solutions for the future. Colonial Day and International Day are two projects that students participate in to demonstrate their knowledge of these topics.

Weekly Art and Music classes expose the students to facets of art and music theory and provide opportunities to create and perform.

Physical Education stresses the importance of staying healthy through diet and exercise. The program also teaches knowledge of team sports and the value of teamwork and cooperation.

Prince of Peace School is in compliance with the program's foreign language requirement. Spanish classes are provided to all students. Kindergarteners through sixth graders have one forty minute class per week while seventh and eighth grade students receive instruction for forty minutes twice per week. The classes expose students to the Spanish language and cultural traditions. The goal is to develop an appreciation and respect for other cultures and to provide some preparation for those students who will enroll in Spanish classes in high school.

As a Catholic school, Religion is an integral part of the daily schedule. The school follows the curricular guidelines established by the Archdiocese of Chicago. Students learn the foundations of their Catholic faith, including Church history, sacrament preparation, and ethics. Character development and love and service to others are key components of their religious education.

Technology is integrated into every classroom through the use of such tools as interactive whiteboards, Chromebooks, and computers. Students learn to use these tools and associated programs for developing research, report writing and presentation skills.

Teachers utilize a variety of instructional practices to meet the needs of all of their students. Ongoing formative and summative assessments are administered and evaluated to ensure that standards are being met.

Adaptations to instructional methods and approaches are implemented as needed to assist students in performing to the best of their ability. The development of critical thinking skills and communication skills is essential as the teachers use the Common Core State Standards to prepare all students for the demands of high school and beyond.

## **2. Reading/English:**

Prince of Peace School utilizes a research-based curriculum which incorporates the five principles of reading instruction: phonemic awareness, phonics, comprehension, vocabulary, and fluency. The curriculum aligns with the Archdiocese of Chicago curriculum guides and the Common Core State Standards. Currently, Kindergarten and first grade use the Reading Street program from Pearson. Second through sixth grade use the Scott Foresman Reading series. For grades Kindergarten through third, universal reading screenings using the Aims Web Curriculum Based Reading Assessment are conducted three times per year to identify students who are struggling with acquiring basic reading skills. The results are used to place the lowest performing students in small groups to receive extra reading support from the Resource Teacher. The results also help identify stronger students who may benefit from additional challenges in the classroom. Guided reading with small reading groups, reading centers with tiered assignments, and leveled readers are all used to strengthen reading skills and improve fluency and targeted comprehension skills.

Grades seven and eight use the Prentice Hall Literature Series which expands on the foundational reading skills and emphasizes critical thinking. Reading skills, along with study/research skills, are also addressed in the content areas as students are taught how to approach various types of text and study vocabulary relevant to these areas. Flexible groupings, literature circles, cooperative partners, read aloud, and silent reading are some methods used to provide reading practice. Gradual release teaching using modeling and scaffolded questioning techniques incorporating Bloom's Taxonomy help students learn and apply skills and strategies to use when annotating literary and informational texts. These reading skills are emphasized across the curriculum. Differentiated instruction is utilized to meet the varying needs of the students. Materials and instructional approaches are modified as necessary to provide remediation or enrichment opportunities. Media-rich materials using interactive whiteboards and computer resources engage the students in the reading process.

The Resource Teacher is also available to collaborate with the upper grade teachers to assist in identifying individual needs. Students across all grade levels are provided various opportunities to respond to text through activities like writing, drama, book talks, and art. Developing active readers who are able to decode, comprehend, and communicate through written and oral language is the ultimate goal of reading instruction.

## **3. Mathematics:**

Prince of Peace Catholic School uses a research based curriculum which incorporates a systematic approach to teaching 21st century math skills through the use of textbooks, e-books, and other digital resources. Kindergarten through fourth grade classes use the Pearson Envision Math system. Fifth through seventh grade classes use Scott Foresman Courses 1-3. The fifth and sixth grade curriculum is supplemented with the Simple Solutions workbooks which provide additional practice of math skills through spiraling. Pearson Algebra 1 and Pearson Geometry are used for meeting the needs of eighth grade students. School-Home links, online tutorials, digital texts, and interactive whiteboard activities supplement the core curriculum and provide additional resources to meet the varied learning needs of the students.

Twenty-first century learners require personalized instructional methods and pacing. The Pearson program has an interactive curriculum which is highly engaging and innovative. Instruction is based on the Common Core Standards and stresses student-centered learning, problem solving, and justification of solutions through constructed responses. The language of math is stressed across all grade levels so that students can adequately demonstrate their understanding of concepts, problem solving skills, and critical thinking in their responses. Teachers use math centers, songs and rhymes, manipulatives, fact memorization, and modeling to explore key ideas in math. They integrate technology into their lessons through the use of interactive whiteboards, mathematics websites, and graphing calculators when appropriate. Interactive whiteboard lessons reinforce key concepts by allowing for active participation in lessons and providing real world

applications with guided practice and tiered instruction. The Stock Market Game, Problems of the Day, and interactive activities demonstrate how math applies to the real world. Students are encouraged to persevere and learn from their errors. Websites such as IXL and Sumdog allow for additional practice at school and at home.

When appropriate, grouping is used to meet the learning needs of all levels of students. In fifth through eighth grades, an accelerated program provides opportunities to challenge above level students through small group instruction at a faster pace with deeper exploration of pertinent mathematics topics. For struggling students, differentiated instruction through tiered assignments and small group instruction is also provided. Teachers provide additional assistance before/after school for any student needing it. Small group instruction, math centers, the use of instructional aides, and differentiated assignments are all utilized to meet the various learning needs of kindergarten through fourth grade students.

#### **4. Additional Curriculum Area:**

The Social Studies curriculum at Prince of Peace Catholic School is research-based and incorporates the Common Core State Standards and Archdiocese of Chicago curriculum guides. Kindergarten through fifth grade classes use the MacMillan/McGraw-Hill series. Sixth through eighth grade classes use the Prentice Hall series. Students are encouraged to explore and draw their own conclusions on history, society, and traditions within their world.

Social Studies instruction across all grade levels exposes students to various texts, including historical literature, trade books, mentor texts, primary sources, and multimedia resources. Students are encouraged to determine the reliability and validity of various sources of information and their significance to the world today. For students to develop into educated citizens, a progression of self-awareness begins in Kindergarten and continues through the various grades. Focus shifts from self to family, community, state, nation, and finally, to global awareness and how individuals can contribute to society. Civics and Economics are addressed at all grade levels. Students learn about various forms of government. They learn the value of work and how different kinds of economic systems impact the lives of people within a community.

Lessons are based on the essential questions of the unit being covered. Interactive whiteboard activities bring history to the students' fingertips and instantly transport them around the world. Teachers incorporate Bloom's Taxonomy and Marzano's strategies into their lessons to develop and promote critical thinking skills. Students participate in creative and interactive history activities, including simulations, reenactments, art, music, drama, debates, journaling, peer sharing, and small group projects. Inquiry-based units like Colonial Day reenactments, International Day, state reports, and mock debates and elections help develop active 21st century learners. Exposure to multiple perspectives helps students identify the historical significance of past events and the impact of the past on the present. Students are encouraged to question the outcome of projects and presentations, asking questions like "What worked or did not work and why?" or "What lesson can be learned from this and applied to the future?" Students also learn important life skills, including research, note taking, public speaking and communication skills, collaboration and cooperation, community service, and empathy. These skills and knowledge align with the school's mission to promote respect for self and others.

#### **5. Instructional Methods:**

The teachers at Prince of Peace Catholic School utilize a variety of brain-based instructional approaches/strategies to meet the diverse needs of their students. Lessons are taught to the entire class to introduce students to the broad content of a unit. Tiered assignments, scaffolding, learning centers, leveled readers, and multisensory instructional techniques are then used to address various learning styles and preferred modalities of learning. Flexible grouping strategies based on lesson objectives may be incorporated into a given lesson. Ability grouping may be used to differentiate learning so that advanced students can move at a faster pace and explore topics more deeply while struggling students can receive individualized instruction on areas of need. Mixed groupings may be used to promote interpersonal and collaboration skills and to allow students to excel in individual areas of strength within the context of a small group. Questioning techniques based on Bloom's Taxonomy and Marzano's strategies are used to promote critical thinking

skills in all subject areas. Writing across the curriculum is also stressed.

Universal reading screenings in Kindergarten through third grade classes identify struggling students. Some receive additional supplemental reading support with the Resource Teacher which may include the use of intervention programs such as SLANT or Leveled Literacy Intervention. Other subgroups receive support or challenge with the instructional aides. Meetings between classroom teachers and the Resource Teacher, as well as consultation with public school and/or private professionals help identify the unique learning needs of specific students in all grade levels and to then implement appropriate accommodations and modifications to support their education. Standardized test scores and classroom performance also help identify students who require further challenge or assistance. They have served as the basis for the creation of the accelerated math program in the upper grades. Teachers use such information to create individualized spelling lists for their students. Ongoing assessments are used to monitor student progress and allow for adjustments to be made as needed. Teachers allow for individual differences by providing opportunities for oral responses and student choice of various unit projects.

Technology is integrated throughout the curriculum to engage learners. Web 2.0 tools, interactive whiteboards, and Chromebooks provide opportunities to explore, collaborate, and create new products. Computers are used as a tool for both research and the creation of final work products. They also provide a means for providing additional skills practice in the classroom and at home.

## **6. Professional Development:**

The faculty of Prince of Peace Catholic School participates in many professional development opportunities. These include attending workshops provided by the Archdiocese of Chicago, participating in professional development activities with the local public school district, and attending workshops offered by outside professional organizations. Attending these workshops exposes the faculty to innovative ideas and strategies which can be used for covering classroom content and meeting the learning needs of a variety of students within the classroom. It further allows the faculty to keep current on issues related to learning styles, teaching strategies, subject area content, and technology. The opportunity to meet with grade level colleagues to share ideas and strategies for meeting student needs is an additional benefit of these meetings.

Weekly staff meetings and monthly inservice days provide additional opportunities for professional development. These meetings allow the staff to collaborate on the needs of students, staff, and school. The staff chooses relevant instructional and professional goals for each school year, and then reads and discusses literature relevant to the topics. Outside professionals may be consulted as well. From these discussions, the staff gains important knowledge about the topics and incorporates this knowledge into their instructional practices. Recent topics have included brain-based learning and Marzano's strategies, Backwards Design, Inquiry-based units, Curriculum 21: Essential Education for a Changing World, Differentiated Instruction, Using Interactive Whiteboards in the Classroom, and 6+1 Writing Traits.

Faculty meetings further allow the staff the time to share with each other the information learned from workshops that individuals have attended. School performance on standardized testing is analyzed so that areas of strength and weakness within the curriculum can be identified and improved. The performance of individual students is examined so that differentiation of content can be provided as needed for enrichment or remediation at the individual level. All of the professional development opportunities improve the quality of classroom instruction and the ability of the teachers to meet the needs of their students as they implement the knowledge gained from them into their classroom practices. Improved standardized test scores, the accelerated math program, increased classroom differentiation, incorporating technology into classroom instruction, and the development of writing across the curriculum across all grade levels are specific examples of how professional development activities have supported and enhanced student learning and allowed the staff to ensure curricular standards are being met.

## **7. School Leadership**

Prince of Peace Catholic School is a parish school which falls under the direction of the Archdiocese of Chicago, one of the largest school districts in the country. It is accredited by the State of Illinois and is a

member of the National Catholic Educational Association. The policies and procedures for the school adhere to the standards and guidelines established by the Archdiocese. The principal is the primary leader of the school and reports to the Pastor and to the Superintendent of Catholic Schools for the Archdiocese.

The principal is responsible for the day-to-day running of the school. She ensures that educational goals are established and met and attends regular Council meetings with the Archdiocese and state to insure that the school adheres to requirements and to keep abreast of changes at the state or local level that affect the school. She leads weekly faculty meetings to keep the staff informed of all relevant information regarding curricular guidelines and school policies and to keep informed of issues that affect the classroom. The principal works closely with the faculty to ensure that high standards are set for the students and to provide whatever resources are available to help meet these expectations, whether it is trying to raise funds for needed resources, to seek out professional development opportunities, or to offer suggestions.

The principal maintains an open door policy for faculty, parents, and students. All are always welcome to share concerns and insights about the school. She communicates school achievements and events through a weekly newsletter to school families. This information is also placed on the school and parish websites for all members of the community to access. The principal serves on a number of committees within the parish. She attends the monthly meetings of the School Advisory Board which assists her and the pastor in formulating school policies and marketing the school to the local community. The principal also represents the school's interests at Board meetings, business meetings, and Pastoral staff meetings, and she helps formulate the guidelines for how religious education is implemented within the parish. Open communication and putting the needs of the students first are the key components to her philosophy of running a successful Catholic school.

## PART VI - NON-PUBLIC SCHOOL INFORMATION

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The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

### 2013-2014 Tuition

Grade	Amount
K	\$3972
1	\$3972
2	\$3972
3	\$3972
4	\$3972
5	\$3972
6	\$3972
7	\$3972
8	\$3972
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$4600  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$750
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      1%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      7%

## PART VII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CBT/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	92	88	94	93	84
Number of students tested	21	29	31	25	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

#### NOTES:

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	74	87	85	71
Number of students tested	29	26	23	26	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	92	79	76	63	63
Number of students tested	27	25	27	27	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	69	77	61	58
Number of students tested	22	27	20	27	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	81	75	63	67
Number of students tested	26	17	31	26	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	86	86	88	82
Number of students tested	21	29	31	25	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	85	87	83	70
Number of students tested	29	26	23	26	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	76	74	76	68
Number of students tested	27	25	27	27	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	90	84	84	79	78
Number of students tested	22	27	20	27	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3rd edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	77	76	81	81
Number of students tested	26	17	30	26	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. NA</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**